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ABSTRACT

Based on data collected during site visits in March 1978 to four Wisconsin school districts (Freedom, Pulaski, Seymour, and West DePere), this document evaluates a state project on Oneida language instruction. The project evolved from an expressed interest by Oneida Tribal members, elementary school children, and university students in learning and preserving their language and oral traditions, culture, and heritage. The report first describes meetings that focused on the continuation and possible expansion of the program so that eventually it would be offered in grades K-12 in those areas in which Oneida pupils are enrolled in public schools. Emphasis is on funding possibilities for the continuation. Visitation data are also reported, including: the time the teacher spent talking in English and in Oneida; the time the student spent talking in each language; types of techniques used (e.g., games, Gouin series, individual and choral practice, translation drill, listening drill); variety of techniques used; degree of student participation; and kinds of rewards used by the teachers. Program strengths are identified, including the comprehension level of fourth graders, and the six project goals are assessed in terms of the pedagogical procedures used. The two primary goals are to re-establish Oneida as a communication vehicle and as a transmitter of the culture. Recommendations for the future include implementation of a summer institute for the language teachers. Examples of communicative competence in listening and speaking are provided, including separate evaluation scales for assessing effort, fluency, quality, and quantity. (LB)

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ONEIDA LANGUAGE PROJECT:

EVALUATIVE REPORT

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Based on data collected during an on-site visit to project schools -- Freedom, Pulaski, Seymour, and West DePere -- on March 13-16, 1978.

FL 020 376

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Introduction

During the week of March 13, 1978, Frank Grittner, Supervisor of Second Language Education with the Wisconsin Department of Public Instruction, visited classes in each of the four school districts in which the Oneida language is being taught in the capacity of program evaluator. In addition, the evaluator visited with building principals in the various elementary schools and attended a meeting on Monday, March 13, 1978, in Oneida which included Loretta Webster, Director of the Language Program, members of the Oneida tribal community, and the following representatives from the four local school districts:

Freedom

Daniel O'Connell, District Administrator
John Schwaller, High School Principal

Oneida Language Program

Clifford Abbott, Linguist
University of Wisconsin-Green Bay

Pulaski

John Wigman, District Administrator
Thomas Joynt, High School Principal
Orland McCollum, Elementary Principal

Seymour

L. C. Martens, District Administrator
John Peterson, High School Principal
Ervin Bathke, Junior High School Principal
Richard Wiedemann, Elementary Principal

West DePere

Neal Richtman, District Administrator
Robert Hoerning, High School Principal
Jim Bach, Elementary Principal

The purpose of meeting with the above named school administrators was to discuss the continuation and possible expansion of the Oneida Language Program so that eventually the program would be offered from K-12 in those areas in which Oneida pupils are enrolled in public schools. At the Monday meeting with school administrators various sources of funding were discussed with special emphasis on Title VII of the Elementary and Secondary Education Act. A special report on the nature, purpose and content of the Monday meeting has been sent to those who participated. (see Appendix A)

On Thursday evening, March 15, 1978, the evaluator also met with the Oneida Education Committee at the Sacred Heart Center to discuss the continuation and expansion of the Oneida Language Program. Again, a great deal of time was devoted to the possibility of

using Title VII funds to further develop and improve the program. The problem of finding "hard" money to sustain the program once Title VII has phased out was emphasized. According to information relayed to committee members and others present at various federal meetings, the chances for funding a properly-written Title VII proposal appear to be fairly good. The question of obtaining "hard" money for program continuation is central to the issue of whether or not such a proposal should be prepared and submitted. Using last year as a guide, it would appear that the deadline for proposal submission would be late October or early November of 1978. An approved proposal could become operational in the summer or fall of 1979.

Visitation Data

In the course of visiting classes an observation device was used to collect information including the following areas:

A. The time the teacher spent talking
   1. In English
   2. In Oneida
B. The time the student spent talking
   1. In English
   2. In Oneida
C. The types of techniques used
D. The variety of techniques used
E. The degree of student participation
F. The kinds of "rewards" used by the teachers

The results of these observations are summarized on the next page.

INTERACTION SUMMARY

Oral use of Oneida and English
Languages in 10 classes with
98 Students

Teacher Talk

English used by teacher for classroom communication	5 minutes
English used by teacher to elicit responses from students	15 minutes
Oneida used by teacher for classroom communication	7 minutes
Oneida used by teacher to elicit responses from students	50 minutes

Student Talk

English used by students for classroom communication	12 minutes
English used by students in drill situation	2 minutes
Oneida used by students for classroom communication	2 minutes
Oneida used by students in drill situation	52 minutes
Other activities	15 minutes
TOTAL	160 minutes

TECHNIQUES OBSERVED IN VISITS TO TEN ONEIDA LANGUAGE CLASSES

Games

Pupils follow teacher's directions in Oneida in playing various games such as "button, button, who's got the button", playing "It" by throwing a ball to a pupil who is "it" until he/she responds and passes the ball to another pupil. Also, pupils follow directions in linking colored plastic objects together.

Gouin Series

Teacher acts out various aspects of setting table, preparing food, etc. Individual pupils describe what she is doing. Then each pupil acts out the series while at the same time describing what he/she is doing.

Individual Practice

Visual stimuli are used to elicit Oneida responses. Pupils talk about their hands, fingers, etc. Teacher models utterance, pupils repeat individually. Teacher asks questions, pupils answer individually. Pupils respond to pictures of objects and actions. A calendar was also used for days of the week to elicit individual responses. Gouin series is used individually and by the teacher.

Choral Practice

Teacher makes a statement in Oneida. Class repeats in chorus. Also, class recites days of the week, numbers in sequence, etc. Class recites a poem. Class sings a song in unison.

Translation Drill

Teacher says "It's cloudy, it's raining, etc." Pupils express the utterance in Oneida.

Listening Comprehension Drill

Teacher speaks Oneida; pupils identify what was said by pointing to objects or pictures.

Question and Answer

Teacher asks personal questions in Oneida. Pupils respond in Oneida. "How old are you?" How much is 7+6? Etc.

Sub-group Practice

Boys and girls respond as a group. A group of three students works separately on special drill material.

REWARDS GIVEN BY TEACHERS FOR CORRECT RESPONSES

The term "rewards" as used above refers to types of positive feedback given by the teacher to the students when they produce complete or partially correct responses in the classroom. Rewards are also referred to as "positive reinforcement".

Examples of rewards observed:

"Good, you got it right." (English)

"Good." (In Oneida)

"That's right." (English)

"Oh boy, that's good!" (English)

Smiles

Positive tone of voice.

Program Strengths

The following remarks are a brief summary of those elements of the program which, on the basis of available data and four days of observation, appear to be exemplary. First, it should be noted that very little English is used by students and teachers and that the balance between teacher talk and student talk is fairly even. Secondly, it is clear that teachers are involving virtually all students in the use of the Oneida language. That is, teachers are not merely playing favorites or picking those students who are best, but are calling on everyone during the class period. Third, there is an excellent variety of techniques being used by the language teaching staff. While there is still heavy reliance on using pictorial stimuli to elicit language responses, many other techniques are now being used. In fact, there is a definite increase in the variety and sophistication of instructional techniques over that which was observed in previous years. Fourth, a great deal of language teaching is being packed into the very short period of time available. Fifth, in almost all of the classes observed, the students were well disciplined and very attentive to the teacher. It appeared that they were making a conscientious effort to understand the Oneida language and to use it in the manner instructed. Sixth, prior to the evaluation, fourth grade students had been tested by native speakers of Oneida using a question and answer interview technique. The results of this evaluation suggested that a majority of the fourth graders could comprehend native speakers and give appropriate responses to what

they said.

In addition to the above, there are a number of program strengths noted both this year and last year which are still valid and which, therefore, deserve repeating. They are as follows:

1. The linguistic elements of the program are based upon sound procedures and upon the best available knowledge with respect to the Oneida language.
2. There is an excellent variety of instructional techniques well designed to produce good student pronunciation and excellent control of basic Oneida language structures and word order sequences.
3. The project goals are based upon a clear-cut rationale and they have strong community support.
4. The project includes a strong inservice component to insure the constant upgrading of language teachers' skills as the program develops.
5. The administrative organization of the project includes an effective, working procedure for systematic curriculum development which is likely to insure a well-articulated, sequential program.
6. The program as designed is almost certain to have a positive effect on pupil performance in the so-called "basics".
7. The program appears to be making substantial progress toward realizing the goal of improving pupils' understanding of their Oneida heritage and, along with that, developing the kind of self-image which will very likely improve their performance in school.

The remainder of this report deals with what the project is attempting to do (goals, objectives and activities) followed by a discussion of how the project might be improved (recommendations).

Goals

The project purposes toward which this report is most strongly directed are:

1. The re-establishment of the Oneida language as a tool of communication in the present everyday life of the Oneida people of Wisconsin.

2. Re-establishing the Oneida language as a means of preserving the oral traditions and the live culture of the Oneida people.
3. Improving the self-image (self-concept) of Oneida children through comprehension of their own language.
4. The provision of classes within the public schools to which Oneida children can relate positively.
5. The development and implementation of a sequential, articulated Oneida language curriculum to meet the goals listed above.
6. The training and certification of a teacher who can effectively implement the Oneida language curriculum in grades K-12.

The question which arises with respect to the goals is: "Are the pedagogical procedures now being carried on in the Oneida language project likely to achieve the desired outcomes?"

Goals 1 and 2: Re-establishing Oneida as a Communications Vehicle and as a Transmitter of the Culture

The achievement of these goals will require a reversal of American educational policies of the past half-century, which have tended to discourage the use of native American languages. The result of past policies has been that only the elders in many tribal groups are able to use the language for everyday communication and for cultural transmission. In pedagogical terms, this means that the goal of the project is to develop communicative competence in the pupil. The problem here is that programs of second language learning taught in the school context tend toward the development of linguistic competence only. Teachers and administrators of such programs are often unaware of that fact, or actually believe that the pupils are developing a high degree of communicative competence. For the purposes of this report, the following definitions of these terms will, hopefully, suffice:

Linguistic competence: This refers to the ability of the language student to produce and manipulate accurately the sounds, structures, and syntactical patterns of the target language in response to predetermined stimuli contained in the formal curriculum.

Communicative competence: This refers to the ability of the student to receive and convey meaning spontaneously in unpremeditated situations using the target language freely and easily.

Recommendations for Future Development

Some of the recommendations made in past evaluations have been fulfilled or else progress has been made toward their fulfillment. For example, there is a wider variety of techniques observable in the teaching of the Oneida language and there is some indication that longer classroom periods will possibly be made available in next year's program. It appears that the summer workshop which followed the recommendations of a previous report was influential in improving the skills of the language teachers. Also, the lesson plans of the teachers have improved and it appears that progress is being made in developing an orthography for the Oneida language which can be generally agreed upon. Other recommendations from past evaluations which, in the opinion of this evaluator, are still valid are given below in revised form:

1. A sustained informational effort should continue to be made with parents, Oneida community members, and people in the majority culture regarding the potential educational values which result from a well-designed program of second language education such as the Oneida language program.
2. In line with the goal of reestablishing Oneida as the communications vehicle among the Oneida peoples of Wisconsin, continued efforts should be made to develop materials which lead from linguistic competence toward communicative competence (see definitions above). Although much progress has been made in this direction, much more can still be done if proper conditions are met.
3. Ways should be sought to provide total immersion experiences in the Oneida language, first for the language teachers and, ultimately, for the pupils themselves.
4. Pursuant to this goal, it would be advisable to explore the possibility of arranging an intensive summer language experience for language teachers in which total immersion experiences would be made available.

5. Future consideration should also be given to presenting bilingual programs on local radio and/or television networks. Some of this material could be aimed at the dominant society of the Green Bay area while other materials could be in the Oneida language and would be targeted toward members of the Oneida community.

6. Every effort should be made to extend the Oneida language program into the upper grades, the junior high school, and the senior high school levels.

7. As the program expands into the upper grades and into the secondary level, books, videotapes and other instructional materials should be developed in anticipation of the greatly expanded need for program content and variety. This means that the community must very soon agree upon a common writing system so that books and other printed media can be developed. These should consist of stories and highly interesting historical material suitable for use in the educational process. The present emphasis on listening and speaking skills in the elementary schools is justifiable from the pedagogical tools, and additional program visibility within the schools and among the general public. It will also provide a convenient and inexpensive means of storing much of the material which is now available only on audio tapes. While the use of audio tapes should be continued as a means of preserving the sounds and intonation patterns of the Oneida language, there are many ways in which audio tapes present a highly limiting factor for the retrieval of materials.

8. To the extent possible, ways should be sought to lengthen the available class periods (20-30 minutes daily would be an improvement over the present 15 minute segments which now are found in many schools). Thirty to forty minutes would be appropriate for the secondary level when the program reaches into that portion of the school program.

9. The project administration should begin to explore ways of setting up a longitudinal evaluation of the program. That is, an evaluation design established for the purpose of assessing the long-term impact of the program would be highly desirable.

10. Also, funding should be sought for the further development, writing, editing, and printing of varied, high interest materials in the Oneida language.

11. Ways should also be sought to make meaningful contact with native speakers of Oneida in Canada or in other parts of the United States. If this is done, it would be well to prepare people in advance to cope with the dialect differences which, no doubt, exist. In this regard, it can be pointed out that every language has dialect differences. American English is different from British English; Swiss speakers of German use a different dialect from that of the West Germans; French Canadians speak differently from the French who live in Paris who in turn differ from French speakers living in North Africa. Nevertheless, meaningful communication takes place across the dialect boundaries of all of these individual language groups. It would be particularly valuable to find young speakers of Oneida simply to make clear the fact that the Oneida language is not the exclusive property of the older generation, but, indeed, that it is and can continue to be a living language.

In addition to the recommendations adapted from last year's report listed above, I would suggest the consideration of the following:

1. At the beginning levels of instruction, the balance between listening and speaking skill development appears to be evenly balanced. At the beginning levels, more time could be spent in developing listening comprehension skills in simple Oneida spoken by natives live or on tape in natural narrative or conversational style. There may be a tendency for students to assume that Oneida is spoken only in short phrases and utterances. This mistaken concept can be corrected if students have periods of time in which they hear the native flow of speech with its natural rhythms, intonations, and junctures. For this purpose carefully selected and graded materials from the Oneida heritage could be selected for presentation in the Oneida language classes either live or on tape. If tape is used, great care should be taken to achieve high quality recordings, otherwise much will be lost and students will have difficulty hearing the language as it should be heard. Also, two native speakers could

be asked to discuss some topic of general interest in Oneida for three to five minutes. These short conversations about everyday matters could be taped and the ones which fall within the range of understanding of beginning students could be used for classroom listening practice using good quality tape recorders. Teachers could then ask pre-determined questions to determine the degree of listening comprehension by the students.

2. For vocabulary building more frequent use could be made of the kind of singing exercise demonstrated by Lloyd Schuyler in which the tune from "On Top of Old Smokey" was used to accompany lyrics in Oneida. Students could memorize the verses as a matter of choral drill in the classroom before being asked to sing the song. It may not always be advisable to show pupils the written lyrics, particularly if they have not been taught to read the Oneida language.
3. Consideration might also be given to acquiring consultants help in the area of evaluation. It is my understanding that people with such expertise are available at the University of Wisconsin-Green Bay. This would be particularly important in the event that a Title VII proposal is submitted.
4. In the area of program evaluation, there are ways to increase the "purity" of tests for listening and speaking skills. Several examples of this are given below.

Communicative Competence in Listening (see examples)

A situation requiring listening skill is simulated in some manner. For example, a short tape of a telephone conversation in the Oneida language can be prepared with instructions such as the following: "You are alone in the house and the telephone rings. The person on the other end of the line speaks only the Oneida language. He has an important message that must be relayed to the head of the house. The person is calling long distance and must leave soon. Therefore, he cannot call back." The student then listens to the tape, which explains (in the Oneida language) that plans have changed. (see attached examples in English)

The student is instructed to listen to the Oneida language message and to take notes on it in English. The message is then written up in English or is relayed

orally in English.

The "Teacher Evaluation Sheet" is used to see how much information the individual pupil can relate correctly. (see attached example) (Of course, any kind of content and personal names could be used; the more natural and personal the better.)

SAMPLE TAPE SCRIPT (TRANSLATED INTO ENGLISH) OF "PHONE MESSAGE" FROM MR. ANDREW TO MR. BAIN

PLEASE LISTEN CLOSELY. THIS IS MR. ANDREW, A FRIEND OF MR. BAIN. I HAVE TO LEAVE BY CAR IN A FEW MINUTES. TELL MR. BAIN THAT I WILL BE ARRIVING BY CAR AT FOUR O'CLOCK THIS AFTERNOON INSTEAD OF COMING BY PLANE IN THE EVENING. SO, HE SHOULD NOT PICK ME UP AT THE AIRPORT. INSTEAD, I WILL BE AT THE HOWARD JOHNSON MOTEL AT 7:30 P.M. I WILL BE MEETING THERE WITH A FRIEND AND WILL BE HAVING DINNER WITH HIM, SO DON'T WAIT DINNER FOR ME. I'LL BE WAITING FOR MR. BAIN IN THE LOBBY OF THE MOTEL BETWEEN 7:30 AND 8:00 P.M. I HAVE TO RUSH OFF NOW; IT IS TIME TO LEAVE.

TEACHER EVALUATION SHEET
COMMUNICATIVE COMPETENCE IN LISTENING

CHECKLIST OF POINTS FOR SCORING

1.	A FRIEND CALLED	1. _____
2.	NAME, ANDREW	2. _____
3.	WAS IN A HURRY	3. _____
4.	ARRIVING BY CAR	4. _____
5.	IN AFTERNOON	5. _____
6.	AT 4:00 P.M.	6. _____
7.	NOT COMING BY PLANE	7. _____
8.	DON'T GO TO AIRPORT	8. _____
9.	WILL BE AT HOWARD JOHNSON MOTEL	9. _____
10.	WITH A FRIEND	10. _____
11.	UNTIL 7:30 P.M.	11. _____
12.	WILL EAT DINNER THERE	12. _____
13.	DON'T WAIT WITH DINNER	13. _____
14.	MEET ANDREW IN LOBBY	14. _____
15.	BETWEEN 7:30 -- 8:00 P.M.	15. _____

Communicative Competence in Speaking

In administering such a test the student is first told in general terms about the overall purpose of the test. For example, "The purpose of the test is to determine how well you can make yourself understood in Oneida. Do not worry about speaking flawlessly, but rather concentrate on making yourself understood. Your performance will be judged on how much information you convey and how smoothly you do it. Best results are usually obtained in an informal atmosphere. So, relax and do the best you can." The general instructions are then followed with instructions for various kinds of oral communication.

Relating information

The student is given a list of facts about a situation involving people and events in the target culture. This is done in English. The student is instructed to read the paragraph through several times. The student is then handed a list of the pertinent facts contained in the paragraph. With the aid of the list he/she is then to pretend to be talking to a native and to try, in as natural a way as possible, to convey the meaning of the paragraph by means of the target language. The student is told that he/she can ask for help with an occasional word and that the occasional substitution of an English word is permissible.

Oral description

The student is handed a picture or a series of pictures and is asked to describe the situation depicted there in English. After having exhausted his/her ability to describe what is there in English, the student is then asked to describe the situation in the Oneida language.

Interview for giving information

In this test the teacher asks the student to play the role of someone being interviewed in the Oneida language. The teacher pretends to be unable to communicate in any other way than by means of the Oneida language. The teacher then asks a series of planned personal questions about the student, who is told to answer in a natural way giving as much information as possible in Oneida.

Interview for getting information

In this test the roles are reversed. That is, the student is to interview the teacher, who again represents a native speaker. The interview is to be conducted in as natural a manner as possible and in the Oneida language only. The student is instructed to begin with a self-introduction and to end with some appropriate terminating remarks. The teacher pretends to understand only the Oneida language. The student can take notes and is expected at the end of the interview to write up in English a report on what he/she found out about the person interviewed. A listing of minimal desired information can be given to the student with the suggestion that even more information about the "native speaker" would be desirable.

In interpreting the tests of oral communicative competence, it is helpful to have certain categories for judging student performance. A standard evaluation sheet can also be of value in summarizing the points of strength and weakness that the student demonstrates when he/she attempts to communicate in the Oneida language. The items given on the following pages are examples of the kinds of rating scales and evaluation sheets that can be used to advantage in evaluating students' communicative attempts.

EFFORT

COMMUNICATIVE EFFORT HAS TO DO WITH THE APPARENT WILLINGNESS OF THE STUDENT TO MAKE HIMSELF/HERSELF UNDERSTOOD. THE STUDENT DOES NOT WITHDRAW AND GIVE UP EASILY, BUT KEEPS TRYING TO COMMUNICATE DESPITE APPARENT FAILURE.

INTERPRETATION OF SCALE:

POOR — STUDENT IS LISTLESS; APPEARS NOT TO CARE IF MESSAGE IS PROPERLY CONVEYED.

MARGINAL — STUDENT IS SLIGHTLY ATTENTIVE; WILL EXPRESS WHAT COMES EASILY, BUT APPEARS UNWILLING TO PUT FORTH ANY SPECIAL EFFORT.

ACCEPTABLE — STUDENT IS ALLERT; TRIES TO COMPLETE THE COMMUNICATIONS TASK AND MAY ADD SOMETHING NOT SPECIFICALLY CALLED FOR.

VERY GOOD — STUDENT IS INTERESTED; MAKES A CONCERTED EFFORT TO COMMUNICATE AND GOES WELL BEYOND WHAT THE TASK REQUIRES.

SUPERIOR — STUDENT IS ENTHUSIASTIC; MAKES AN EXTREMELY ACTIVE EFFORT TO COMMUNICATE USING A WIDE VARIETY OF MEANS, VERBAL AND NON-VERBAL, TO EXPRESS HIMSELF/HERSELF.

FLUENCY

COMMUNICATIVE FLUENCY RELATED TO EASE, LOGICAL CONTINUITY, AND NATURALNESS OF DELIVERY. LACK OF FLUENCY IS CHARACTERIZED BY HESITANCE, CONSTANT RESTATEMENT, GROPING FOR THE CORRECT UTTERANCE, ETC.

INTERPRETATION OF SCALE:

POOR	DELIVERY IS CONSTANTLY HESITANT AND HALTING WITH A VERY LARGE NUMBER OF UNNATURAL PAUSES AND FRAGMENTED UTTERANCES.
MARGINAL	DELIVERY IS OFTEN HESITANT AND HALTING WITH QUITE A FEW UNNATURAL PAUSES AND FRAGMENTED UTTERANCES.
ACCEPTABLE	DELIVERY IS OCCASIONALLY HESITANT AND HALTING WITH A FEW UNNATURAL PAUSES AND FRAGMENTED UTTERANCES.
VERY GOOD	DELIVERY IS SELDOM HESITANT OR HALTING AND SEEMS FAIRLY SMOOTH AND EFFORTLESS.
SUPERIOR	DELIVERY IS NEVER HESITANT OR HALTING. IT IS SMOOTH AND NEARLY EFFORTLESS, APPROACHING NEAR-NATIVE DELIVERY.

QUALITY

COMMUNICATIVE QUALITY REFERS TO THE NATURALNESS AND APPROPRIATENESS OF THE UTTERANCES WHICH THE STUDENT USES IN THE GIVEN COMMUNICATIONS SITUATION.

INTERPRETATION OF SCALE:

POOR — DELIVERY IS CHARACTERIZED BY A CONSTANT FLOW OF INCOMPLETE STATEMENTS, INAPPROPRIATE EXPRESSIONS, AND ISOLATED WORDS WITH ONLY A FEW SHORT COMPLETE UTTERANCES.

MARGINAL — DELIVERY IS CHARACTERIZED BY QUITE A FEW INCOMPLETE STATEMENTS, INAPPROPRIATE EXPRESSIONS, AND ISOLATED WORDS WITH SOME SHORT, COMPLETE UTTERANCES.

ACCEPTABLE — DELIVERY IS CHARACTERIZED BY SOME INCOMPLETE STATEMENTS, AN OCCASIONAL INAPPROPRIATE EXPRESSION AND A FEW ISOLATED WORDS WITH MANY SHORT, COMPLETE UTTERANCES.

VERY GOOD — DELIVERY IS CHARACTERIZED BY VERY FEW INCOMPLETE STATEMENTS, INAPPROPRIATE EXPRESSIONS OR ISOLATED WORDS WITH MOSTLY COMPLETE UTTERANCES.

SUPERIOR — DELIVERY IS CHARACTERIZED BY COMPLETE UTTERANCES, APPROPRIATE EXPRESSIONS AND THE USE OF ISOLATED WORDS ONLY WHERE APPROPRIATE.

QUANTITY

COMMUNICATIVE QUANTITY REFERS TO THE AMOUNT OF INFORMATION CONVEYED BY THE STUDENT IN THE COURSE OF CARRYING OUT THE COMMUNICATIONS TASK.

INTERPRETATION OF SCALE:

POOR — STUDENT CONVEYS VERY LITTLE OF THE INFORMATION CALLED FOR IN THE COMMUNICATIONS TASK. NEARLY ALL THE RELEVANT FACTS ARE OMITTED.

MARGINAL — STUDENT CONVEYS SOME OF THE INFORMATION CALLED FOR IN THE COMMUNICATIONS TASK. A LARGE NUMBER OF RELEVANT FACTS ARE OMITTED.

ACCEPTABLE — STUDENT CONVEYS MUCH OF THE INFORMATION CALLED FOR IN THE COMMUNICATIONS TASK. MANY OF THE RELEVANT FACTS ARE INCLUDED.

VERY GOOD — STUDENT CONVEYS MOST OF THE INFORMATION CALLED FOR IN THE COMMUNICATIONS TASK. NEARLY ALL OF THE RELEVANT FACTS ARE INCLUDED.

SUPERIOR — STUDENT CONVEYS ALL THE INFORMATION CALLED FOR IN THE COMMUNICATIONS TASK. ALL RELEVANT FACTS ARE INCLUDED.

EVALUATION SHEET
COMMUNICATIVE COMPETENCE IN SPEAKING

COMPETENCE CATEGORY BEING EVALUATED: _____

1. EFFORT

SUPERIOR VERY GOOD ACCEPTABLE MARGINAL POOR

2. FLUENCY

SUPERIOR VERY GOOD ACCEPTABLE MARGINAL POOR

3. QUALITY

SUPERIOR VERY GOOD ACCEPTABLE MARGINAL POOR

4. QUANTITY

SUPERIOR VERY GOOD ACCEPTABLE MARGINAL POOR

5. Clearly, there has been a substantial increase in the quality and quantity of instructional techniques used in the Oneida language program. There is, of course, always room for development of additional methods of instruction. Thus, as the program develops, I suggest the following list of items be used for program evaluation of the instructional process. Teachers can examine the types of activities and content which they are or are not using and, where appropriate, can expand their repertoire of available techniques. (The evaluation items given on the following pages were adapted from material developed by Anne Grundstrom Nerenz under the direction of Professor Constance K. Knop, University of Wisconsin-Madison as part of a Ph.D. dissertation study.)

1. Classification of activity: check one or more of the following types of activities used regularly during the past year.

_____ warm-up
_____ dialogue
_____ Gouin series
_____ pattern practice
_____ guided conversation
_____ free conversation
_____ phonetics/minimal pairs/fit regularities
_____ dictation
_____ guided composition
_____ free composition
_____ auditory discrimination
_____ vocabulary or sentence listening comprehension
_____ paragraph comprehension
_____ C culture--arts, music, literature, history
_____ c culture--ways of life
_____ reading aloud
_____ break
_____ other: (specify) _____

2. What were the goals of the activity?

_____
_____
_____
_____

3. What specific materials, pictures or other audio-visual accessories were used?

_____
_____
_____
_____

4. For this activity, how were the students grouped?

_____ whole class in one group
_____ small groups or teams
_____ pairs or trios

5. For each of the different techniques which might be used by a language teacher, please indicate the frequency of use during this activity. Make a tally mark next to each technique every time the teacher uses it during this particular portion of the lesson.

A. Overview/priming techniques

_____ context set--resume or review of previous material
_____ motivation provided (helping pupil to want to do this)
_____ justification for activity provided (explaining why)
_____ terminal behavior stated (What will pupil be able to do as a result of the activity?)
_____ examples of terminal behavior or learning procedure
_____ directions given (How will we proceed?)
_____ directions checked (Do pupils understand exactly what to do?)

B. Drilling/oral recitation patterns

_____ choral repetition (entire class)
_____ group repetition (part of class)
_____ individual repetition
_____ speed-up drill (start slow -- go faster)
_____ stand-up drill (when right answer is given, pupil can sit down)
_____ multiple repetition
_____ chain drill (student A asks student B who asks student C, etc.)
_____ role reversal
_____ personal question and answer (toward specific pupil)
_____ general question and answer
_____ other (specify): _____

C. Cuing techniques

_____ full cue/straight repetition (class, repeat after me)
_____ question/answer or yes/no or either/ or cue
_____ tag cue provided verbally (I'm swimming today. What did I do yesterday?)
_____ tag cue provided visually (show picture)
_____ general parole selection question/personal choice (Do you prefer swimming or fishing?)
_____ other (specify): _____

D. Error correction techniques

_____ error by student not corrected
_____ error correction cued verbally by teacher
  _____ a grammar rule provided
  _____ an exclamation to signal error
  _____ an automatic pair
  _____ repetition up to the error
  _____ other
_____ error cued by teacher gesturally
_____ student self-correction
_____ answer provided by another student
_____ answer provided by teacher
_____ original student allowed to perform correctly
_____ other

E. Explicating techniques

Linguistic devices
_____ synonyms/antonyms
_____ definitions
_____ word families
_____ English
_____ cognates

Visual devices
_____ pictures
_____ drawings
_____ objects
_____ mime or actions/gestures

F. Rewards and reinforcements

Please list the rewards and indicate the frequency of each:

_____ _____
_____ _____
_____ _____
_____ _____

Was in-class reinforcement of the activity provided?

_____ yes
_____ no

Was out-of-class reinforcement, perhaps homework, provided?

_____ yes
_____ no

G. Checking of comprehension:

_____ directions for the activity checked
_____ new grammar principles checked
_____ general, paragraph content checked
_____ sentence or word meaning checked
_____ oral mastery of material checked
_____ aural comprehension checked

H. Please list any transitional phrases or words used, along with the frequency of each.

_____ _____
_____ _____
_____ _____
_____ _____

APPENDIX A

This letter is a follow-up to the meeting on March 13, 1978, in Oneida, Wisconsin, in which certain issues were discussed and certain questions were asked. The purpose of this letter is to summarize the issues which were raised on that day and, where possible, to provide answers to questions which arose during the meeting but for which answers were not immediately available.

One of the first issues discussed was the possible expansion of the Oneida Language and Culture Program beyond the sixth grade level within each of the school districts represented at the meeting. As the discussion proceeded, it became clear that each school district had unique problems and that therefore the best approach would be to attempt to fit the program into each of the junior and senior high schools in a way that was most compatible with the program in each of the various schools involved. It was evident that the seventh and eighth grade levels presented the most difficulties with respect to adding subjects to the curriculum. For various reasons, the curriculum is most crowded at these instructional levels. It was also generally agreed that students who wish to participate in fine arts activities and in co-curricular activities should not be forced to choose between that and the Oneida Language Program. Thus, as a general principle, it was agreed that the Oneida Language Program should be implemented in such a way as to permit full participation by Oneida students in the complete local curriculum at the junior high school level.

Another problem at the junior high school level involved the practice of developing curriculum in two year segments. This approach has worked satisfactorily in grades K-6. However, because of the complexities of the seventh and eighth grade levels, it might be necessary to move the program only one year at a time beginning with grade seven next year and waiting another year before introducing the eighth grade program.

The program in grades 9-12 would not present the same degree of problems as would the program at the seventh and eighth grade levels. The main concern at the senior high school level is that enough students elect the program to make it financially feasible to hire a language teacher for Oneida. A second concern at the high school level would be the availability of a certified teacher. Another question which arises at all levels of instruction is that of program articulation. How does one establish a class consisting of students who may have had many years of instruction in the Oneida language along with other students who may have had no such study or may have had only one or two years of work in the Oneida language? The only answer here seems to be that teachers will have to be trained to deal with many levels of instruction within one classroom. This is already the situation faced by many teachers of French, German, and Spanish who must instruct classes consisting of second, third, and fourth year students. There are a number of ways of approaching such situations, and it is recommended that future curriculum development be developed accordingly.

Another question which arose was the certification of teachers for programs in grades 7-12. More specifically the question was, "Would the Department of Public Instruction certify the language teachers who are presently enrolled at the University of Wisconsin-Green Bay?" The answer here is that such persons can be given permits

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to teach as the only available teachers of Oneida even though their preparation is not fully completed. Such exceptions have been made in the past, (most recently for teachers of agriculture where the supply is extremely limited.) One approach would be to have the teachers licensed as interns through the regular channels of the university. Also, these interns could be supervised by the available certified Oneida teacher.

Still another question arose regarding the legality of having the Oneida language teachers in the building if they were not directly and legally under the supervision of the building principal who in turn is under the authority of the local school board. In this case the answer appears to be that this technicality can be worked out through sub-contracts or other contractual agreements which are mutually satisfactory to all parties concerned.

Another item discussed had to do with the possibility of applying for a Title VII grant under the provisions of the Elementary and Secondary Education Act. Normally, Title VII proposals, if successful, are funded for at least five years. During that period funds may be used for training teachers, employing instructional aides, developing curriculum and materials, and many other activities presently being carried on by the existing program. Title VII monies may not be used to hire regular classroom teachers. If a Title VII program is successful and if there are a sufficient number of students to warrant its continuation, this then calls for a commitment of "hard" money to employ the teachers necessary to carry on the program beyond the grant period. This commitment does not apply to the other program components such as teacher education, materials development, and other aspects of the Title VII grant which are assumed to have been completed within the grant period. In this regard the question arose concerning who would support the teachers needed to continue the program, Clearly, the cost of continuation would be much less than the cost of implementing the Title VII project itself. However, since it was not clear regarding exactly how much would be needed each year to pick up program costs, this issue remained an open question. Nevertheless, the funding of the program from sources other than special developmental projects needs to be addressed in the near future if the program is to continue in its present form and to expand beyond its present limits.

A final area of discussion had to do with the availability of test data on children who are enrolled in the Oneida Language Program (as well as other Oneida children on whom testing has been performed in the past). The need for such data was discussed to a limited degree on Monday, March 13, 1978, and was dealt with in greater detail with various school principals on subsequent days during my evaluation of the Oneida Language Program. The use of such data would be two fold. In the event that a Title VII proposal were written, such data would be necessary to document need for a bilingual-bicultural program. Also, such data could be used in connection with program evaluation to determine whether or not Oneida children were achieving at a different level following the implementation of the Oneida Language Program. It is understood, of course, that no children would be identified by name and that any use of the data in the form of a report would be first checked with local school administrators prior to issuing any such reports.

If there are any questions with respect to the matters discussed above, please feel free to contact me at any time. In closing let me thank you once again for having attended the meeting on March 13, 1978, and for your participation in the frank and open discussion which took place at that time. I hope that this letter clarifies the issues and answers any of the questions which have come up.